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ABSTRACT

A project was undertaken to (1) develop a prototype for installing career education in two regions of the Detroit Public Schools through staff development activities, (2) monitor the involvement level in local schools in these regions, and (3) assist each school on an ongoing basis to plan for effective career education implementation. The first stage of the project consisted of initial training of a working cadre in each school; orienting and training school administrators, parents, and community members; and creating an extensive career materials center. The second phase involved utilization of the trained personnel and simultaneous provision of inservice training to all available teaching and administrative staff. The project was successful both in terms of number of people trained and participating and in terms of products and their innovative use. Over 2000 teachers and 75 administrators from fifty-nine schools participated in the program, and hundreds of infusion exercises and materials were locally developed. The project also resulted in considerable diffusion benefits to other regions and surrounding school districts. An appendix comprising two thirds of the report provides inservice participation figures and memoranda outlining regional project accomplishments. (MN)

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ED193441

FINAL PROJECT REPORT

CAREER EDUCATION STAFF DEVELOPMENT PROJECT

1978 - 1979

GRANT #G007802014

CAN2006605

CFDA 13.554

Conducted By

The Detroit Public Schools School System
Detroit, Michigan

Funded By

United States Office Of Education
Office Of Career Education
Washington, D.C.

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PROJECT SUMMARY

Project Purpose

The intended purpose of this project was to:

- (1) develop a prototype for the installation of career education in all schools in Region I and VIII of the Detroit Public Schools--through staff development activities
- (2) monitor the level of involvement in the local schools within these regions.
- (3) assist each school on an ongoing basis to plan for effective career education implementation

Format

This purpose was achieved systematically in two steps: first by training a working cadre in each school, orientating and training school administrators, orientating and training parents and community members, creation of an extensive career education materials center; and second, utilizing the trained school personnels and simultaneously providing inservice to all available school staff--both teaching and administrative. This format provided an extreme degree of involvement with all parties and allowed for a continual check and revision of the process based on observed success.

Comment

This project for staff development and related career education implementation was extremely successful - both in terms of numbers of people trained and participating and in terms of products and their innovative use. Over 2000 teachers and 75 administrators in 59 schools were active participants in the program, and hundreds of infusion exercises and materials were locally developed.

Although the project was designated for fifty-nine schools in Region I and VIII, there were considerable diffusion benefits to other regions and to surrounding school districts.

1978-79 CAREER EDUCATION PROJECT ACTIVITIES

Following is a brief summary of project staff services throughout the 1978-79 project period. While this listing cannot convey all of the daily face to face interactions and subsequent benefits, it will nonetheless overview the major areas of involvement and the agencies with whom interactions took place.

- Made over 1500 school visitations.
- The Career Education Resource Center was utilized by more than 250 people and handled more than 200 material requests.
- In-serviced over 2000 teachers and parents as well as over 75 local school administrators.
- Assisted with more than 60 Career Days and/or Weeks in local schools.
- Participated as presenters in more than 20 major conferences.
- Integrated Career Education program efforts with:
 - Practical Life Skills
 - Guidance and Counseling
 - DORT
 - Kindergarten Curriculum Project
 - Project TIDE
 - Teacher Resource Center
 - Center for Professional Growth and Development
 - Special Education
 - United Community Services
 - Detroit Urban League
 - WC₂ Articulation Effort
 - WCISD
 - Detroit Federation of Teachers
 - Desegregation Office
 - Expanding Vocational Education for Women & Minorities
 - Kiwanis Club
 - State Career Education Advisory Committee
 - CEPD #41
- Participated in dissemination efforts for national or state Career Education programs.
- Made 6 site visits to other Career Education programs for continued professional growth.
- Developed a K-12 Implementer's Manual for Career Education.
- Developed a region-wide Career Education program as a part of Region VIII's Competency Based Promotion Policy.
- Initiated an advanced studies program in Career Education with Wayne State University.
- Assisted in the local development of hundreds of infusion exercises and other lesson materials.

DISCUSSION

The Detroit Career Education Project began the 1978-79 school year with six school coordinators and the project director. Three coordinators serviced Detroit Public Schools Region I and three serviced Detroit Public Schools Region VIII.

Each coordinator serviced elementary, middle, and high schools which were located in proximity to one another. Four of the coordinators serviced twelve schools apiece and two coordinators serviced nine schools apiece. The latter two coordinators served other staff functions: media/resource center coordinator and business/community coordinator.

The Project's 1978-79 goal was to facilitate the infusion of Career Education concepts into the curriculum of all Region I and Region VIII schools: 45 elementary, 13 middle and 6 high schools. This was an expansion of the Project's 1976-78 school service schedule which involved 4 elementary, 2 middle, and 1 high school from each of the two regions.

Project staff contribution to every aspect of Career Education from the local school level to district/state/national levels is clearly illustrated in the accomplishment of the Detroit Career Education Project in several important areas.

Administrative involvement was an area that was deemed to be essential to success. Meetings were held with every echelon of Detroit Public Schools administration. Central and regional administrators were involved in the decision-making process prior to and during program implementation. In addition, the Central office administrative staff and Central Board of Education received continual information about the Project.

On several occasions, the project staff attended Principal's Meetings in order to disseminate information directly to these building leaders. In fact, all principals were inserviced in Career Education concepts. It was felt that well-informed principals could more readily react to the Project's thrusts if they had some basic knowledges. To keep Career Education information flowing, project staff regularly met with school administrators individually in order to establish a firm local school base.

Also, the Project established dissemination channels with local school, regional, and central administration as well as with the Central Board Of Education to maximize program success and to keep all levels of policy makers informed.

Project staff delivered many services to local schools - another major area of concern, and provided information regarding: trips, Career Days/Weeks, classroom teaching techniques, and any specific career education request as identified by teachers and administrators.

Many school wide activities were encouraged and promoted by coordinators. Such activities as enrichment clubs, career expositions, career assemblies, and career writing contests were areas typical of project staff involvement and leadership.

Considerable emphasis was placed on inservice activities with school staff. Project coordinators actively implemented a series of three workshops for all designated school career education leadership teams, a total of nearly 200 teachers.

Project efforts in staff development as well as efforts in coordinating and providing direction to the local school was vital to the Project's operations.

Project staff coordinators often previewed career education related materials and provided liaison services to classroom teachers as special needs arose, and also provided career education information to students at the Regional Student Convention. In summary, coordinators made over 1500 school visitations, created more than 120 workshops, nearly 100 local school career activities and nearly 100 outside school meetings. Fifty-four (54) of the local schools, with coordinator help, did also conduct their own school staff workshops as a result of the series of three workshops sponsored by the project. Also, a newsletter which highlighted career education activities was coordinated, compiled, and edited by the coordinators.

Project staff provided a fluid access to career education resources for classroom teachers and others upon request. The focal point of resources was the Career Education Resource Center. Over 250 people visited

the Center and over 200 teacher requests for materials were received.

The Resource Center, which held a well attended open house, was sensitive to requests for materials from both project schools and from non-project schools: Teacher Resource Center, Kindergarten Curriculum Program, and others.

The Resource Center materials included: filmstrips, bulletin board ideas, lesson plans, books/articles, job applications and other job related forms as well as many other items. Further, the Resource Center coordinated book/materials representatives who had career education items for display.

Project staff also assembled and distributed packets of career education ideas/infusion materials and resources for the classroom. In addition, job information materials were made available to schools (from the Michigan Employment Securities Commission) as well as lists of speakers who would talk with classes of students.

Project coordinators arranged for the Wayne County Community College Career Explorer Van to visit the middle and high schools. The Career Explorer Van provided career/job information through the use of audio-visual materials and computer terminal services to student at their local schools.

Community involvement was another area of concern, and high level of community participation was promoted by the Project. Project staff served as consultants to various parents workshops. Community persons were invited to attend the series of workshops held to inservice the leadership team of the Project schools. In these workshops the staff addressed the needs of community people in the implementation of career education. They were provided materials and advised regarding career related enrichment in the lives of children.

The Project was also active with the City Wide School Community Relations Council in its efforts to foster increased interaction of the community (parental, business, and other non-education sectors) with the Detroit Public School System. Coordinators provided career education consultation to the City Wide Parent Rally and the Region I School Community Convention.

Project staff also maintained active relationships in the activities of the Kiwanis Club, Detroit Urban League, United Community Services (Youth Employment Task Force), Business/Education Alliance (Chamber of Commerce of Greater Detroit), and the Career Education Planning District #41 Advisory Board.

Staff involvement was also strongly present in the development of the Association of Business, Engineering, and Science Students and Professionals Annual Conference for high school students, and the State of Michigan efforts regarding assistance for small businesses.

Seminars, workshops, and site visitations were an excellent source of project staff professional growth. Project coordinators were very active in experiences to expand knowledge. Wayne County Intermediate School District sponsored over 10 workshops that were attended by various staff members on such topics as career education in the elementary, middle, and high schools, the role of guidance, make/take workshops, and presentation of career education exemplary programs.

Visits and presentations in and by the business world were offered by the General Motors Corporation Pre-Employment Center and the Ford Motor Company.

The staff was very aware of the trends in career education outside of Detroit through visits to the Pontiac, Michigan Career Education Program, Stevenson High School (Livonia, Michigan), Genesee County Intermediate School District Career Education Conference (Flint, Michigan), and the Akron, Ohio Career Education Project.

Wayne State University conferences, the National Conference of the Association for Supervision and Curriculum Development, and the Detroit Council for Youth Services Annual Meeting were all attended by Project staff.

The staff was also well represented on various local, state, and national career education efforts: Career Education Planning District #41 (State of Michigan), Expanding Vocational Options for Women and Minorities (State Advisory Board and participation in training sessions) and the field testing of simulation materials developed by the National Council for Vocational Education.

The Project's coordinators worked cooperatively within the existing structure of the Detroit Public School System. The Project has established relationships with various Detroit Public Schools departments/programs:

Desegregation Office, D.O.R.T. (Detroit Objective Reference Tests), Kindergarten Curriculum Project, Teacher Resource Center, Guidance and Counseling Services, Project T.I.D.E. (Training Institute for Desegregated Education), Practical Life Skills Project, Special Education Services, and others.

Mutually beneficial ventures have been promoted with Detroit area institutions of higher education by coordinators. The Project has been active in the Wayne County Community College Articulation Meeting and in arranging school visitations of the Wayne County Community College Career Explorer Van with its staff.

Wayne State University has worked in concert with the Project in several endeavors. First, staff has spoken about career education to Wayne State University classes. Second, the Project coordinators have worked with the Wayne State University Center for Professional Growth in conducting several career education in-services. Third, the project made arrangements with Wayne State University for the leadership team members from each project school to receive graduate credit, if they desired, upon completion of the series of three staff development workshops. Finally, the staff initiated an advance studies program with a career education emphasis with Wayne State University.

The staff has also worked harmoniously with several teacher/education groups. The Detroit Federation of Teacher's Union newspaper regularly carried a coordinator written article regarding career education. The Project served as a liaison for the identification of teachers to participate in various career education workshops/conferences for the Detroit Area Council of Teachers of Mathematics and Wayne County Intermediate School District.

Coordinators gave over 35 workshops which varied but had career education as a focus. The workshops offered instruction for those who had no knowledge of career education and refinement of skills of those who did have a conceptual base of career education: teachers, parents, community groups, Special Needs Conference (in cooperation with the State of Michigan), Region VIII Semester Break Workshop, Employability Skills Workshops, Infusion of Career Education into Math (given in New Jersey), Reading in the Content Area and others.

The staff has been very involved in the creation of career education

materials. A kindergarten to twelfth grade Implementer's Manual for career education and a region-wide career education program (part of Region VIII's Competency-Based Promotion Policy) were developed.

The Project's director and coordinators have received local, state, and national recognition as leaders in the field of career education. News articles for several local and state publications were submitted for publication. The Project was evaluated as an exemplary state program. All coordinators are in a pool of career education consultants which service needs as they arise from throughout the state of Michigan.

The United States Office of Education has sent representation to visit the Career Education Project. In addition, the prestigious National Institute of Education visited the Project and made an extremely positive report on Project activities.

The Detroit Career Education Project has made tremendous strides toward an integrative approach to career education which results in a wholistic, realistic infusion of career education into the fiber of the school.

All levels of school structure have been involved in the Project's operations: administrative (local, regional, and central), teacher, student, and community persons. The Project has worked well within the existing Detroit Public School structure to liaison career education resources and information to the schools.

The staff has functioned as trainers of career education for community, teachers, administrators, and students. In addition, staff has developed new career education materials and approaches.

The Project's activities in the business world reaps positive results for the school system, the students as well as for the business sectors.

The staff has been involved in professional growth activities by attending workshops, making site visitations as well as by creating cooperative relationships with local institutions of higher education. Thus, the quality of career education information is kept at a high level.

The local, state, and national activities of the Project has kept the staff informed and has been a source of confirmation of the leadership that the Detroit Career Education Project has established in the field of career education.

APPENDIX

INSERVICE LISTS

INSERVICE LISTS

<u>SCHOOL</u>	<u>STAFF</u>
1. Bell	10
2. Berry	15
3. Field	20
4. Harris	12
5. Butzel	45
6. King	60
7. Chrysler	7
8. Keating	25
9. Duffield	30
10. Stark	32
11. Lillibridge	22
12. Greusel	24
13. Parke	14
14. Knudsen	30
15. Norvell	9
16. Spain	37
17. Foster	8
18. Bellevue	18
19. Ferry	30
20. Owen	25
21. Stellwagen	25
22. Murray-Wright	131
23. Jefferson	22

(Inservice Lists Cont.)

	<u>SCHOOL</u>	<u>STAFF</u>
24.	Couzens	16
25.	Edmonson	16
26.	Campbell	18
27.	George	9
28.	Williams	22
29.	Lingemann	26
30.	Carstens	33
31.	Howe	31
32.	Ives	15
33.	Tendler	8
34.	Southeastern	105
35.	Scripps	22
36.	Barbour	61
37.	Bunche	23
38.	Foch	54
39.	Jones	24
40.	Joyce	29
41.	Kettering	--
42.	Monteith	17
43.	Stephens	20
44.	Remus Robinson	54
45.	Nichols	22
46.	Rose	12
47.	Stephenson	--

(Inservice Lists Cont.)

<u>SCHOOL</u>	<u>STAFF</u>
48. Northern	163
49. Hutchins	34
50. Sanders	26
51. Fairbanks	14
52. Breitmeyer	17
53. Doty	18
54. Dwyer	23
55. Goldberg	16
56. Chaney	23
57. Moore	20
58. Sherrard	47
59. Northeastern	67
 <u>TOTAL</u>	 <u>1,776</u>

REGION ACCOMPLISHMENTS
RESULTING FROM THE
PROJECT EFFORTS

D I R E C T O R

SUBJECT: - REGION ONE CAREER ACTIVITY HIGHLIGHTS 1978-1979 SCHOOL YEAR
FROM : - William DeWitt, Curriculum Administrator *WDW*
TO : - Patricia Pettress, Career Education Project
DATE : - February 1, 1979

These represent highlights from the 1977-78/1978-79 career thrust in Region One.

1. Our eleven pilot schools carried on a full program under Mrs. Pettress' direction including all the components of the in-class room instructions based on the pilot objectives as well as the Region One Objectives: community fairs, assemblies, displays, hobby and craft activities, speakers, trips and all of the activities described under the director's report.
2. Each high school and middle school had a combination of career days, guest speakers, class directed lessons, units, assemblies, related to the career development and, in some cases, preliminary career selection activities.
3. Four principals' meetings including one special call meeting, had a career awareness in-service portion, either a speaker or development activity which focused on preparing administrators for promoting, conducting, monitoring or evaluating career education imbedded objectives and activities.
4. The elementary schools through their achievement plans have stressed self-awareness, self-understanding, self-development. Many of the activities in awareness have extended downward to kindergarten and upward through the fifth grade.
5. Many books, particularly in the paperback form, have been selected and circulated. Many of these are biographical in category and stress the process as well as the trials of achieving success within a career or vocational choice.
6. As of November all senior high school students will have completed and responded, on the city-wide form, educational plans including choices of an occupational cluster and educational placement with some thought given to employment opportunities and procedures.
7. PLS activities at the elementary and senior high school dealing with career imbedded objectives have been selected, taught and evaluated.
8. Microfiche libraries and readers were added to five middle schools and extended to the three high schools.
9. The Edmonson and Campbell Career Education activities were added to the State Exemplary Program Computer Bank.

WDW/jgb

MEMORANDUM

SUBJECT: - Description of Career Education Efforts - Region Two
FROM : - John Rudden, Curriculum Administrator, Region Two
TO : - Ms. Patricia Pettress, Project Director, Career Education
DATE : - January 30, 1979

Following is a brief description of Career Education Efforts in Region Two:

Math Seminar Program - now in the third year, brings together talented high school math students from our four high schools for a six session, three hour per session, after school program. Very successful - stress is on Careers Related to Math. Industry, business and professional people are involved.

Elementary Class Visits - last year each 5th grade class was visited by Ms. Kathy Sisk of our office to talk with students about Career Awareness and Careers as Related to Academic Achievement. She also visited most 6th grade classes at Middle Schools. This is being repeated this school year.

Workshops - This school year representative teams from most of our elementary schools were involved in an excellent series of workshops held at the Region level on how to infuse Career Education in the classroom. These workshops are being followed up with news letters for suggestions about follow up in Career Education.

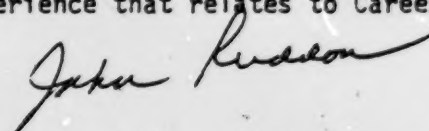
Materials - Enclosed. These were developed not only as orientation for students but to relate school achievement and planning to career planning. Various committees developed these in Region Two. Copies were published, and are being used. These materials have been very useful.

Counseling - Thanks to ESAA counselors there are some very fine on-going Career Education programs in the elementary schools in the Region. The Central Guidance Office, through the efforts of Evelyn Hillman and Ms. Betty Szoke, have worked closely with Region staff in developing good programs.

At the senior high levels the Career Centers are fairly well developed, in spite of lack of adequate funds for materials. This is also true at the Middle School level.

Conferences - last spring over 300 persons including parents and students attended a Region Two Conference on, Non-Traditional Careers.

Community Options and Close-Up Programs - these high school programs in our Region provide out of school volunteer or work experience that relates to Career Awareness and Planning.


John Rudden

JR:jj

MEMORANDUM

SUBJECT: - DESCRIPTION OF REGION THREE CAREER EDUCATION EFFORTS

FROM : - Philip Plotnick, Region Three Achievement Specialist *PBP*
TO : - Patricia Pettress, Chairperson CEPD #41 Presentation Committee
DATE : - February 5, 1979

During the past three years, Region Three has initiated some creditable accomplishments in Career Education. Prior to this year, the following activities have been completed:

- * A Region 3 model for career education
- * Pilot schools were identified for the initial effort
- * Two teachers in each middle school and volunteers from each pilot school received training in career education
- * Career Kits were developed and placed in all elementary schools

This year, a member of each school staff was selected to serve as the liaison and school representative for career education. To date, three meetings have been held with the liaison persons. At these meetings we provided the "key persons" with an overview of career education, strategies, ideas and materials to share with the total staff.

During the 1978-1979 school year, all Region 3 schools will initiate career education at the orientation and awareness level. Our efforts to date included:

- * A survey to determine the depth and scope of career education in the local schools and to identify needs for further help and support to implement career education
- * Training sessions for liaison persons who will serve as consultants to and trainers for the local school staff
- * Reorganization and role identification of a Steering Committee to assist in the planning of program activities in career education for Region Three
- * Staff meetings at each local school for developing and implementing a local school career education plan for September, 1979

MEMORANDUM

SUBJECT: - DESCRIPTION OF REGION FOUR CAREER EDUCATION EFFORTS

FROM : - Dr. Samuel Davis, Region Four Assistant Superintendent *SD*

TO : - Patricia Pettress, Chairperson-CEPD #41 Presentation Committee

DATE : - February 2, 1979

During the past two years, each school in Region Four has incorporated into its achievement goals with the accompanying objectives and strategies which prioritize career education. Typical of the strategies utilized by the schools are infusion techniques, career awareness days, career planning, career education centers, etc.

The implementation of career education at the elementary level has been enhanced with the addition of guidance personnel at all Region Four K-5 schools with the exception of four buildings. There is an increasing effort at this level to involve parents as career models particularly during career awareness days. There is an increasing amount of career education instructional materials as part of the basic Language Arts program being utilized in our elementary buildings. We have evidence of student-developed career booklets.

At the middle school level, there is an increase in the number of guidance centers with appropriate education materials as well as paraprofessionals who service this activity. One middle school is field testing career exploration project materials previously made available by Daniel G. Papas, formerly with the Wayne County Intermediate School District.

There is an increase in the use of M.O.I.S. at the high school level. The schools are also implementing the court mandated career guidance graduation requirement #9. The high schools continue to provide career information, specifically for the college bound student, by utilizing college night with representatives from numerous universities.

SD:sd

MEMORANDUM

SUBJECT: - Description of Region Career Education Efforts

FROM : - Dr. Harold Karbal, Curriculum Administrator - Region Six *HK*
TO : - Patricia Pettress, Chairperson - CEPD #41 Presentation Committee
DATE : - February 5, 1979

The following are region activities:

1. Two teachers from each middle school have participated in the city-wide training sessions.
2. The newly hired counselors at the elementary level have made career activities a vital part of their plans.
3. Middle School Career Centers have been developed. Grant Middle School is developing a model career center, which involves preparation of career units, career day and easy access to materials at each grade level. Most important is the development of behavioral goals and time lines.
4. Many of our schools hold Career Day type activities ranging from one-day presentations to spaced activities throughout the school year.
5. The radio series, Interesting Careers, continues to be broadcast by WDTR and tapes are available in region schools. This program has been listed as a promising practice by Wayne County Intermediate School District.

While career education has been an ongoing curriculum goal in Region Six, a lack of funds has been a deterring factor in carrying through our annual plan.

The Region Six goals, as delineated in Strategies of Success clearly develops a sequence dealing with career education. We hope to carry them out in the spring.

HK:mr

MEMORANDUM

SUBJECT: - Description of Region Seven Career Education Efforts

FROM : - Chester L. Stewart, Region Seven Assistant Superintendent *CL*

TO : - Ms. Patricia Pettress, Chairperson - CEPD #41 Presentation Committee

DATE : - February 1, 1979

Having reviewed the reports submitted by Region Seven schools, it has been determined that each of them has been able to implement the plans established by their respective local school Career Education Planning Committees. During the 1977-1978 school year, the region and each school committee developed Career Education goals and objectives, conducted needs assessments and planned strategies for meeting the established goals. Those goals and objectives, according to the reports submitted to the region, are being currently implemented.

The Career Education activities at all school levels are being continually monitored by counselors at all three levels, elementary, middle and high school. There has been successful infusion of Career Education in every academic and special class area as well as in many co-curricular areas. Individual teachers are required to include the aspect of future careers in their instruction which is monitored by the local school administration. In addition, all schools have listed a number of other activities such as emphasis upon career considerations when students work with counselors in working out their four-year plans of work in high school; enrolling all high school students in interest assessment programs; ongoing job fairs and seminars; setting up college nights and career days, etc. Further, Career Centers have been established at each of the Region Seven high schools.

Middle schools in Region Seven are participating in such activities as establishing Career Guidance Service Centers, utilizing resource speakers from various Career areas, field trips, establishing a middle school work-study program and student-school service assistant program in which students are exposed to such items as job procedures, oral interviews, performance evaluations, etc. In addition, occupational information is shared among students, and teachers in individual, small group and classroom settings using printed materials, audio-visual materials, games, drama and bulletin board displays.

The elementary schools place most emphasis upon efforts to motivate students and expand their interests, abilities and attitudes in the development of positive self-awareness. Individual classroom programs as well as school wide assemblies have been implemented or planned. Special efforts are made to introduce various role models of vocational areas--policeman, nurse, banker, etc. Students are encouraged to express themselves about their knowledge of job opportunities.

Description of Region Seven Career Education Efforts
February 1, 1979
Page 2

The Region Seven Service Center is presently developing plans to assist schools in planning further in-service training activities for the remainder of the school year and in planning their respective Career Education programs for 1979-1980.

/sgt

Approved: Lila McMechan
Lila McMechan, Region Superintendent

SUBJECT: - CAREER EDUCATION HAPPENINGS IN REGION EIGHT

FROM : - Albert P. Morris, Region Eight Achievement Specialist *APM*

TO : - Mrs. Patricia Pettress, Career Education Project

DATE : - February 2, 1979

Per your request for a short report as part of a forthcoming CEED #41 presentation to the Central Board, please note just some of the career ed. activities in our region:

1. Under the leadership of our Region Board Chairman, successful persons from such diverse fields as sports, communications, law and education have spoken at meetings in schools and the region office in order to present role models;
2. A Region Eight Career Education Handbook, 266 pp., is in each school for use as a source of reference;
3. In conjunction with the Greater Opportunities Industrialization Center (GOIC) an alternative high school, Career Intern Program (CIP), has recently been organized. Situated at 2930 Crane, it is open for enrollment to students fifteen to twenty-one years of age who have completed the ninth grade. Participants receive individual instructions in the planning, development and execution of a career development plan with options for college, on-the-job training, and advanced skills leading to employment;
4. Martin Luther King High School held its annual Black College Night on October 31. Each year, representatives from most colleges talk with hundreds of interested, college-bound students; King High School also holds career seminars throughout the year for interested students in such areas as business, medicine, engineering, technology, and the military;
5. Southeastern High School is in the process of administering The Strong-Campbell Interest Inventory to all tenth-grade students in order to allow students to compare their interests with various career areas. In addition, speakers from business and industry visit classes to describe career opportunities;
6. Kettering High School has presented a proposal to have some career exposure on the field for all ninth-graders. These students will have had a career inventory test prior to their being taken by bus to sites compatible with their interest; this is an opportunity to draw on our vast bank of resources;
7. All of our middle schools and most of our elementary schools are involved in such activities as career days, field trips, visiting speakers, career assemblies, and workshops in how to infuse career education into the curriculum. Also, a pilot self-awareness program is in place in one elementary school.

APM/mk

cc: Dr. Charlie Sanders
Mrs. Carnie Greene
Mr. Herbert Sanders

CAREER EDUCATION PROGRAM
PROJECT PERFORMANCE REPORTS

Form Approved
OMB NO. 51-R1187

1. PROJECT NUMBER
Mich. 554AH80192
2. GRANT NUMBER
G007802014
3. NATURE OF REPORT
Final
4. PROJECT TITLE
Detroit Urban Career Education Demonstration Project
5. PERIOD COVERED BY THIS REPORT
February 1, 1979 - June 30, 1979
6. CATEGORY OF PROJECT
Populations
7. NAME OF PROJECT DIRECTOR
Patricia L. Pettress
8. NAME AND ADDRESS OF GRANTEE/ASSISTANCE CONTRACTOR INSTITUTION
Detroit Public Schools
5057 Woodward Avenue - Room 836
Detroit, Michigan 48202
Telephone: (313)494 - 1390

ABSTRACT AND PROFILE

In May, 1976, the Detroit Public School district was selected, along with Dallas, Texas, as recipients of a U.S.O.E. contract to demonstrate a K-12 Career Education Program in a large urban area.

During the 1976-77 school year, the Career Education Project staff conducted a needs assessment survey (Pre-test), engaged in planning and program development as well as pre-service training. These activities were directed toward the installation of a K-12 Career Education program in 13 schools in Regions 1 and 8 during the 1977-78 school year. Included in each region was a senior high school, two feeder middle schools and four feeder elementary schools. Twenty-five per cent (25%) of the staff, approximately 200 teachers, counselors, administrators and parents were provided with 60 hours of training during the summer of the first year.

The second year of the Contract focused on implementation of individual school plans developed during the in-service training sessions. In addition, a parent training program was provided for approximately 75 parents as well as a Special Needs Conference which identified and provided information on agencies and organizations available for assistance with special needs of students and parents.

A Christmas Career Fair, which focused on leisure time activities and attracted over 500 students and parents, was spearheaded by the Parent Advisory Committee. Later in the year, a Career Information Conference provided information to more than 500 middle school and high school students.

Career Education coordinators (6) provided teachers with methods and materials to infuse career development skills into their subject areas. Coordinators met with principals, teachers and other staff members to give support services, as needed, in individual school programs. Numerous career days, career weeks, field trips, speakers, staff field trips and in-school workshops were provided by coordinators. An on-going series of 20 infusion workshops, by curricular area, helped teachers

strengthen their skills and understanding of career-related activities.

The staff included a media specialist who operated the Career Education Resource Center and a Business/Community Coordinator.

(See attached Profile Sheet for additional program information).

For the 1978-79 school year, the program was expanded to include all schools in Regions 1 and 8.

Pre-Post test data indicates an increased knowledge of Career Education by school personnel and in some areas by students. The high level of participation in workshops throughout the 1977-78 as well as 1978-79 school years indicated significant motivation to implement Career Education. Also, the high number of individual schools have continued to develop and implement extensive career education related programming. Six schools applied for funds through the Michigan Adoption Programs for career education adoption programs.

As the new schools (approximately 47 additional schools in 1978) participated in in-service training, many schools (almost 75%) provided in-school workshops for the entire staff.

- Requests from schools in other regions, conference presentations and other career education related requests continued to increase. Materials requests also increased at the Resource Center as well as requests for speakers and field trip sites. Other department and divisions within the school system increased their requests for career education information and approaches.

Additional data can be provided from the 1978 Final Report.

DETROIT PUBLIC SCHOOLS

OFFICE OF FINANCE
CLEMENT S. SUTTON, CHIEF FISCAL OFFICER



5057 WOODWARD AVENUE
DETROIT, MICHIGAN 48202
PHONE (313) 494-1272

December 6, 1979

Supervisor, Program Payment Section
Fiscal Services Branch, Finance Division
U. S. Office of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Gentlemen:

Enclosed is the Detroit Board of Education's final request for funds for our Detroit Urban Career Education Demonstration Project, 1978-79 grant.

Yours very truly,

A handwritten signature in cursive script, appearing to read "Clement S. Sutton".

Clement S. Sutton
Chief Fiscal Officer

CSS:RMCK/ds

Enclosure

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

CAREER EDUCATION PROGRAM
PARTICIPANT SUMMARY

NOTE. Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 51-R1187

NUMBER OF PARTICIPANTS (see NOTE above) WHO ARE	RACE/ETHNICITY (all Participants including Handicapped, Gifted and Talented, and Low Income)						OF THE TOTAL (column (6)) NUMBER WHO ARE			OF THE TOTAL (column (6)) NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE (1)	ASIAN OR PACIFIC ISLANDER (2)	BLACK/ NEGRO (3)	CAUCASIAN/ WHITE (4)	HISPANIC (5)	TOTAL (sum of columns (1) through (5)) (6)	HANDI- CAPPED (7)	GIFTED AND TALENTED (8)	LOW INCOME (9)	MALE (10)	FEMALE (11)
STUDENTS											
ELEMENTARY (K-6)	26	38	21102	1035	101	22302	563	-	22302	11553	10749
MIDDLE/JUNIOR HIGH (7-9)	30	18	8834	362	24	9268	414	-	9268	4766	4502
SENIOR HIGH (10-12)	7	4	12078	142	4	12235	143	-	12235	5802	6433
2-YEAR COLLEGE											
4-YEAR COLLEGE											
ADULTS (non-matriculated)											
SUB-TOTAL	63	60	42014	1539	129	43805	1120	-	43805	22121	21684
EDUCATIONAL PERSONNEL											
TEACHERS	-	11	1082	616	2	1711				519	1192
COUNSELORS	-	-	61	27	-	88				28	60
ADMINISTRATORS	-	1	111	71	-	183				130	53
MEMBERS OF THE BUSINESS/ LABOR/INDUSTRY COMMUNITY											
PARENTS											
OTHER (specify)	-	-	139	59	-	198					
TOTAL	63	72	43407	2312	131	45985					

FINANCIAL STATUS REPORT		1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT		2. FEDERAL GRANT NO. OR OTHER IDENTIFYING NO.			
3. NAME AND ADDRESS OF GRANTEE ORGANIZATION Detroit Board of Education 5057 Woodward Avenue Detroit, Michigan 48202		OFFICE OF EDUCATION - DETROIT CANCER EDUCATION PROJECT		G007802014/CAN 2006605			
		4. EMPLOYER IDENTIFICATION NO. 38-6019629W	5. GRANTEE ACCOUNT NO. OR IDENTIFYING NO. 682-74878	6. FINAL REPORT ☒ YES ☐ NO	7. BASIS OF REPORT ☒ CASH ☐ ACCRUED EXPENDITURES		
		8. PROJECT PERIOD (Month, Day, Year) FROM 7 1 78 TO 6 30 79		9. REPORT PERIOD (Month, Day, Year) FROM 7 1 78 TO 6 30 79			
10. STATUS OF FUNDS		PROGRAMS - FUNCTIONS - ACTIVITIES					
	(1) SALARIES & FRINGES	(2) PURCHASED SERVICES	(3) SUPPLIES & OTHER	(4)	(5)	(6)	TOTAL
a. Total outlays previously reported	\$ -	\$ -	\$ -				-
b. Total program outlays this period	94,996	11,518	6,804				113,318
c. LESS: Program income credits	-	-	-				-
d. Net program outlays this period	94,996	11,518	6,804				113,318
e. Total program outlays to date	94,996	11,518	6,804				113,318
f. LESS: Non-Federal share of program outlays	-	-	-				-
g. Total Federal share of program outlays	94,996	11,518	6,804				113,318
h. Total unpaid obligations	-	-	-				-
i. LESS: Non-Federal share of unpaid obligations	-	-	-				-
j. Federal share of unpaid obligations	-	-	-				-
k. Total Federal share of outlays and unpaid obligations	94,996	11,518	6,804				113,318
l. Total Federal funds authorized	105,865	11,953	7,182				125,000
m. Unobligated balance of Federal funds	10,869	435	378				11,682
11. INDIRECT EXPENSE: a. TYPE OF RATE (Mark box) ☐ PROVISIONAL ☐ FINAL ☒ PREDETERMINED ☐ FIXED b. RATE \$ 119,048 31 c. BASE FEDERAL SHARE 5,952		12. REMARKS (Attach additional sheets if necessary)		13. Certification: I certify that to the best of my knowledge and belief this report is correct and complete and that all outlays and unpaid obligations are for the purpose set forth in the grant award documents. NAME: Clement S. Sutton TITLE: Chief Fiscal Officer SIGNATURE OF AUTHORIZED OFFICIAL: <i>Clement S. Sutton</i> AREA CODE: 313 TELEPHONE NUMBER: 404-1282 EXT.: DATE REPORT IS SUBMITTED: 12/6/79			